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ABSTRACT

This quarterly newsletter, announced in RIE on a one-time basis, investigates a different area of the world in each issue. It is intended for use by businessmen, government officials, and educators. Typical issues include feature articles highlighting problems of crossing cultural boundaries to teach, do business, or cope overseas and at home; surveys of foreign and domestic cultural data; resources; book reviews; and activities such as quizzes. This particular issue, concentrating on European affairs, features an interview with Assistant Secretary of State for Educational and Cultural Affairs, John Richardson, Jr., in which the importance of cultural relations is stressed. The issue also contains an article discussing recent recessionary trends in most European countries. To aid American businesses in relocating employees and preparing them for overseas living, another article describes four information packages. Also included in this issue are a listing of resource materials for use in teaching and research on the environment; a cross-cultural quiz which tests how well the reader can deal with customs of people in other countries; a listing of reading and resource materials which may be ordered from the Center; and descriptions of 12 types of overseas live-in experiences sponsored by the Bureau of International Relations. (Author/DB)

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the bridge

A Journal of Cross-Cultural Affairs
SUMMER 1976

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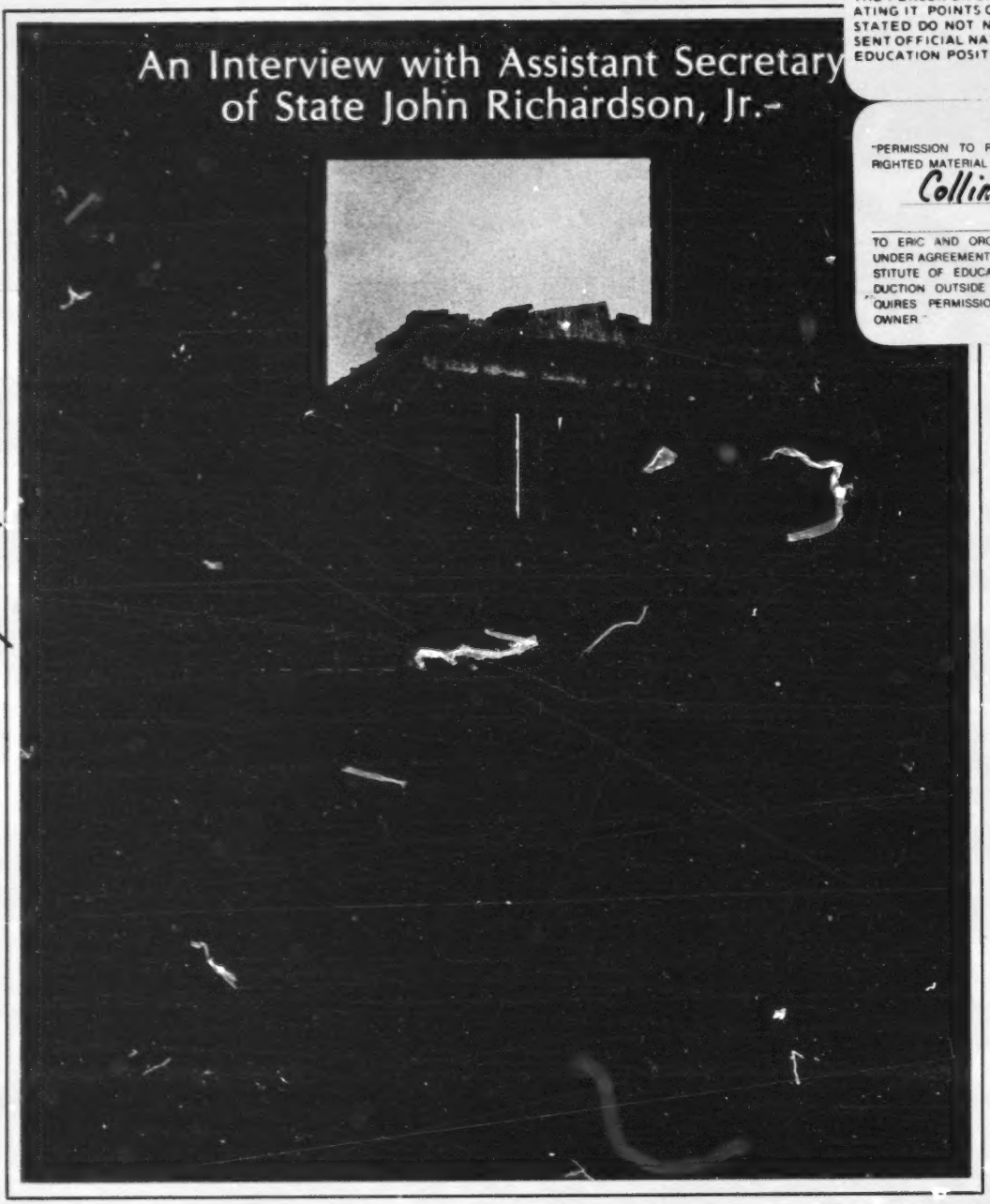
An Interview with Assistant Secretary of State John Richardson, Jr.-



the bridge

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the bridge

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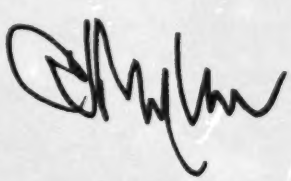
PUBLISHER'S STATEMENT

The Bridge treats different areas of the world in each issue. Having begun with a Middle East focus, we move to Europe for this issue, and plan future issues on America, Latin America, Africa and Asia. Stay with us.

Assistant Secretary of State John Richardson's interview in this issue begins a series of interviews with notables in the world of cross-cultural affairs. Such expert opinion adds a welcome dimension to our area of interest. We're most pleased at his granting us an interview.

Our policy is to add new features, books for sale and other new resources to each issue so that our readers are presented with a continuously expanding cross-cultural inventory. How large we get, though, depends on subscriber response, so keep those subscriptions, cards and letters coming.



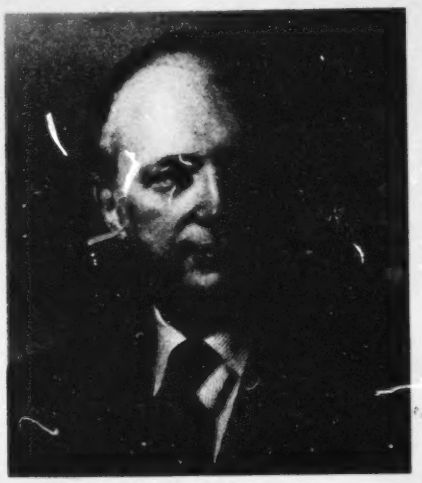
Collins Reynolds

An Interview with

John Richardson, Jr.,

Assistant Secretary of State for Educational and Cultural Affairs

This interview is the first in a series of talks with leaders in the cross-cultural field. The State Department and Secretary Richardson are, of course, in the first rank of agencies and persons committed to the professional development of improved cultural relations and exchange programs.



"If you're trying to learn something about the world, then get outside of your own culture."

The Bridge: What is the role of the State Department's Bureau of Educational and Cultural Affairs? And how successful have you been?

Richardson: I think our role is modest but very significant. We have a three-part role in the Department of State. First, we try to persuade others in the government that cultural relations are significant and that one needs to pay attention to them.

Second, we have some degree of responsibility for coordinating exchanges of persons and programs in the government. To the extent any advance in that area is made, then hopefully the U.S. Government resources are being utilized more coherently and with less intentional conflicts and confusion than they would otherwise be, and that is, I think, a contribution.

Third, we manage these programs of cultural exchange which are now running at the rate of about $55 million a year. And we have sponsored cultural exchange programs with 100 countries of the world.

What good does it do? I think over time it makes a significant difference. One develops, at the very least, individuals in positions to influence events and thinking in this country and other countries.

An example is Mr. Sadat who was a visitor under this State Department program back in the 1960s. He was then a leading political figure but not yet president of Egypt. He had a successful visit.

What that probably did was to make it more likely than it would otherwise have been that he would (1) have more encounters thereafter with Americans and American thinking and American institutions; (2) be more likely to appreciate some of the complexities of the American political, social and economic and military scene than he otherwise would have been; (3) be less likely to suffer from some of the prejudices, stereotypes and myths which characterize people.

There are thousands of examples, at all levels, of people who have had these kinds of experiences. I make it a little more likely that they will have constructive impact on future relationships.

The Bridge: Is it true that our government has developed most of the cultural exchange programs that we have?

Richardson: I'm not sure the government has developed most of these programs. I would guess that the totality of the movement of human beings, as well as ideas and artifacts and services, between the United States and other countries is mostly private.

The Bridge: Even in terms of dollars?

Richardson: I would think so. Especially when you take into account the exchanges that take place in business, in education, and, of course, tourism.

The Bridge: Do you have any knowledge of how large these private programs are and who they involve?

Richardson: One of the major fundamental requirements of our Bureau is to know much more about the shape and size and character of the cultural interactions between this country and other countries which have significant cultural impact.

With some smaller countries, particularly the developing nations, we know quite a lot. But with larger countries, like Japan, we are very much interested in developing our knowledge and understanding and the ability to respond to that knowledge in our relationship with them.

The Bridge: How can developing nations withstand the pressure of the United States and the western world and develop their own identity without feeling that they are subject to what we call cultural imperialism?

Richardson: We have to be very conscious of the reality that Americans are an enormously communicative people. I think this is the result of simply being an enormously productive and free and energetic and creative and profit-motivated people. We do impinge on every part of the world in a great many ways that we don't even think about. This is not necessarily bad, but it is not necessarily good either. It is simply a fact. But the more Americans overseas are aware of this problem, the more likely it will be that our behavior will become less irritating and less conflict-producing.

I think the most important step is to recognize the problem and try to deal with it in constructive and mutually understanding ways. As Americans, we must be restrained. Whether we are businessmen, government officials, or educators, we need to be sensitive to the problem, restrained in our behavior, and always careful.

We need many types of interchange: cultural, business, educational, and scientific that can strengthen cultural identity. These kinds of activities need to be identified and worked at by all people involved with international exchange, not just the government alone.

The Bridge: In your speeches and writings, you talk a lot about the quality of cross-cultural relationships. What do you mean by quality?

Richardson: Using an analogy may be more useful in ex-

plaining. One can have a physically very close relationship with one's wife without having a degree of mutual insight, awareness, responsiveness, and intimacy which enables a couple to develop harmoniously together.

I think the same is true in most human relationships. And one can make the same very broad generalization that neither proximity nor the amount of interaction, bodily interaction, communication, exchanges of information and ideas, result in a better basis for cooperation. We have to approach goals with consideration for the other person. This quality might be called empathy. Empathy lets people pursue a goal without at the same time producing conflict.

The Bridge: Do you think that there is a need in the school curriculum for a broader understanding of the world, a method of teaching that will give students an understanding of peoples and cultures? Something, in other words, that goes beyond the present subject matter approach of world geography and history?

Richardson: Oh, yes, indeed. I think educational requirements have changed greatly and I am very happy that the Office of Education thinks so too. We have to develop another frame of reference when discussing the world. For too long we've only been concerned with the *domestic* frame of reference. It isn't, as you say, teaching geography or history, or even language or even another culture; it's teaching from a different perspective and I think that's crucial.

The Bridge: You have written in several recent articles about The Hazen Foundation report. What impressed you most about this report?

Richardson: Well, one of the things interesting about it was

(Continued on Page 13)

Missives

We have found the articles included in this first issue [of *The Bridge*, Spring] to be very interesting and well edited.

We appreciate very much your sending the magazine to us and hope to be benefited with future copies.

José F. Bencosme
Executive Director
Vita Dominican, Inc.
Santa Domingo,
Republica Dominicana

Editor's Note: Rest assured, Señor Bencosme, you can guarantee the continued delivery of The Bridge. *We feel our product is well worth the $10-a-year subscription rate, and hope you do, too.*

To the people who take care of CRE book orders [printed in *The Bridge*, Spring]: On May 8 I sent you a book order. The book arrived today, May 13.

My hat is off to you. You're on the ball.

Al Kraemer
Human Resources Research Organization
Alexandria, Va.

I have just received a copy of your first issue of *The Bridge* [Spring]. It seems to me that this is going to be a very valuable addition to the literature that attempts to give insight into an experience in another culture.

Calvin H. Raullerson
Executive Director,
International Center for Arid and Semi-Arid Land Studies
Texas Tech University,
Lubbock, Texas

I am pleased to congratulate you on the first issue of *The Bridge*, which appears to be a very useful publication.

I have shown my copy to several people who expressed great interest. If you have extra copies available could you kindly send me five for distribution to other people?

Leah R. Karpen
Association for World Education
Huntington, N.Y.

Editor's Note: We'd love to. However, if we are to continue to be a useful publication, we need enough money to cover printing, mailing and other overhead costs. We seek no profit, but we must achieve a "break-even" situation to survive. Your subscription will be welcomed.

Having just received your Winter Newsletter and become excited about your organization and its projects, I am eager to subscribe to [*The Bridge*].

Gail Guntermann
San Salvador, El Salvador

Knowing that I represent a teen-age exchange student program, a friend passed a copy of *The Bridge*, Spring 1976, on to me.

I have over 40 area reps in the region I cover and feel that many of the articles would be of value to them, working with students of foreign countries and also in preparing our American students for family living experiences overseas. I would like information on subscription costs.

Actually, YFU is the largest teen-age exchange program in the U.S.A., and we have several hundred reps over the country that this magazine would be of value to.

Mrs. Roger Follebout
Regional Director
Youth for Understanding
Saginaw, Mich.

It was with mixed feelings that we learned ... that future newsletters would be expanded (the good news) and that it would cost us $10 to stay on the mailing list (the bad news).

While we would like to continue receiving your Newsletter, as an impoverished nonprofit, and soon-to-be legally Nepali organization, we find the $10 price tag a bit steep. How about knocking off the $5 contribution to your research work? Or better yet, why not consider the subscription as a gift to our research and development work?

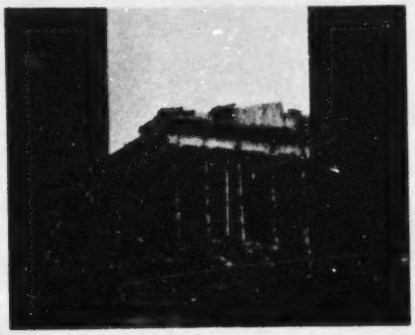
Alan E. Dieffenbach
Senior Associate,
New Era, Inc.
Kathmandu, Nepal

Editor's Note: Like yourselves, we're small and struggling, so having decided to go the $10 route, we make no exceptions. We'd love to have you on board—and $10 isn't very much.

Just received my copy of *The Bridge* and wanted to let you all know I think you are on the way to something terrific. The last newsletters have been good, but I think this new format should be an important step to filling in the information gap.

Jim Doxsey
Espirito Santo, Brazil

European Trade Summary



The value of United States exports to Western Europe last year is estimated to have increased by 4 percent. Reflecting Europe's shift from recession to modest recovery, their rate of growth in 1976 is expected by J. Robert Wilson of the Bureau of International Commerce to be at least twice as rapid.

Recessionary trends in most European countries became pronounced in the course of 1974. In retrospect it is evident that the downswing started in Germany. It spread to Italy and the Benelux countries and then to France. Stocks of manufactured goods accumulated and industrial production declined steadily. The weakening of domestic demand only gradually affected shipments from the United States. U.S. exports to Western Europe registered a remarkable gain of 34 percent in 1974 to $28.7 billion and even continued to do well through the first quarter of 1975.

No Country Was Spared

No European country has been spared the downturn, which developed into Europe's most serious postwar recession. Although many firms refrained from dismissing employees and instead resorted to shorter work time, the ranks of the unemployed have swelled. With inflation continuing at record levels, governments were loath to introduce stimulative monetary and fiscal policies.

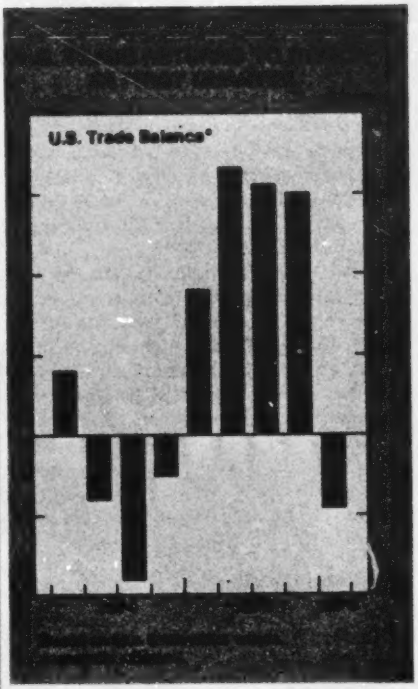
Nevertheless, 1975 witnessed a series of reductions in the official discount rate by nearly all governments. Mildly expansionary fiscal measures were also introduced by most countries in the course of the year; typically they were designed to support public works and residential construction.

Norway, and possibly Sweden, are the only European countries that did not experience a decline in their national product for 1975. The Organization for Economic Cooperation and Development (OECD) in its December *Economic Survey* estimated the GNP decline for Europe at 2.5 percent. For 1976 it forecasts an increase for nearly all countries averaging out at 2 percent for Europe.

There is evidence that the recovery in Germany is now under way and forecasters tend to look to Germany to lead its continental neighbors out of the recession. The German GNP showed an increase in the third quarter. Manufacturers' order books, especially export orders, have been filling up and industrial production, after shrinking for nearly two years, has increased for four successive months. The October forecast of the five German economic research institutes estimated that in 1976 the German GNP would increase by 4 percent and imports would rise by 7.5 percent. The government forecasts a 5 percent rise in GNP. According to the OECD forecast released in December, the GNP increase will be only 3¼ percent.

Economic forecasts have been unusually inaccurate in the past two years and charting the course of the emerging recovery is a high-risk enterprise.

It remains to be seen how vigorous and sustained the recovery will be. The European steel industry does not see its way out of its present difficulties in the first quarter of 1976. Since investment is sluggish in most industries, hope for a strong upturn rests on consumer behavior, which in the present inflationary climate is problematical.



Even under favorable assumptions unemployment is expected to remain severe throughout 1976. With plants operating well below capacity, hiring on a large scale will not quickly be resumed. The situation is especially gloomy in Britain where unemployment, already at 1.16 million, may approach 2 million since no strong upturn in economic activity is expected before the latter part of 1976. The number of unemployed also exceeds one million in France, Germany and Italy.

One of the most encouraging features of this period of serious unemployment has been the ability of nearly all governments to resist protectionist

FOREIGN EXCHANGE RATES

Prices for foreign banknotes as quoted in the June 17, 1976, Wall Street Journal.

	Buying	Selling
Argentina (Peso)	.004	.005
Australia (Dollar)	1.18	1.24
Austria (Schilling)	.053	.057
Belgium (Franc)	.023	.026
Brazil (Cruzeiro)	.07	.09
Britain (Pound)	1.76	1.85
Canada (Dollar)	1.01	1.03
China-Taiwan (Dollar)	.02	.05
Colombia (Peso)	.025	.035
Denmark (Krone)	.15	.17
Egypt (Pound)	1.23	1.30
Finland (Markka)	.25	.27
France (Franc)	.20	.22
Greece (Drachma)	.024	.033
Hong Kong (Dollar)	.18	.21
India (Rupee)	.08	.14
Italy (Lira)	.001	.0012
Japan (Yen)	.0032	.0035
Malaysia (Dollar)	.33	.40
Mexico (Peso)	.077	.083
Netherlands (Guilder)	.36	.38
New Zealand (Dollar)	.91	1.05
Norway (Krone)	.17	.19
Pakistan (Rupee)	z	z
Philippines (Peso)	.09	.12
Portugal (Escudo)	.027	.033
Singapore (Dollar)	.34	.40
South Korea (Won)	.0014	.0016
Spain (Peseta)	.014	.016
Sweden (Krona)	.22	.24
Switzerland (Franc)	.40	.43
Turkey (Lira)	.05	.07
Uruguay (Peso)	.22	.25
Venezuela (Bolivar)	.22	.24
West Germany (Mark)	.38	.40

Supplied by one major New York bank.
z-Not available.

pressures, even in such import-sensitive industries as steel, textiles and cars. The OECD pledge to avoid trade restrictions has been observed for the most part. Although Sweden placed quotas on imports of shoes in November and the British imposed a few selective import restrictions in December, these actions were not seized upon by other governments as an excuse to curb imports. On the contrary, the intra-EEC industrial tariff cuts and those between the EEC and the seven EFTA countries were carried out as scheduled on Jan. 1, 1976 (see Commerce America, Jan. 19, 1976, page 21).

Efforts to liberalize world trade are being accelerated. The Rambouillet Declaration of Nov. 17, which incorporates the views of the heads of government of France, Germany, Italy, Japan, the United Kingdom and the United States, proposed the goal of completing the multilateral trade negotiations in 1977. This goal was subsequently accepted by the participants in the negotiations.

Earlier fears that the huge oil import bill of the industrialized countries would lead to trade restrictions have proved exaggerated. France, Italy and the United Kingdom were able to strengthen their international payments positions in 1975. Some deterioration may be unavoidable as economic recovery stimulates oil and other imports; however, for the near term, with only a modest European recovery anticipated, no serious payments imbalances are foreshadowed.

Thanks to North Sea oil, Norway is and Britain soon will be free of the burden of financing expensive oil imports. Norway produced its first oil in 1971 and this year its production will exceed its consumption. Britain, which began piping oil continuously on Nov. 3, hopes to achieve self-sufficiency in oil by 1980.

A dialogue between the industrialized countries and the producers of oil and raw materials was initiated in Paris in December. Twenty-seven governments (the European Economic Community participated as a unit) attended the Conference on International Economic Cooperation. Four commissions—for energy, raw materials, development and finance—were established and will meet periodically throughout 1976.

Value of the Dollar Varies

It has become increasingly difficult to generalize regarding the competitiveness of American goods in European markets since, under the prevailing system of floating exchange rates, appreciable swings have taken place. Although the dollar has generally strengthened since June, thereby making imports from the United States more expensive, the relative position is mixed. Comparing the present value of the dollar in our major European markets with its value at the time of the Feb. 15, 1973, devaluation, the dollar is now only slightly cheaper than when purchased with Belgian or French francs and slightly dearer when bought with Spanish pesetas. It is roughly 10 percent cheaper when bought with German marks or Dutch guilders. However, with the gradual depreciation of the British pound and the Italian lira, dollars now cost about 20 percent more in those countries.

Excerpted from Commerce America, February 1976.

The Bridge Editor's Note: In summary, Western Europe's 1976 economic recovery is forecast to be gradual, with aggregate GNPs increasing at about 2 percent. But continuing high (by European standards) unemployment continues a currency inflation push, resulting in comparative strengthening of the dollar. Whether or not a stronger dollar results in more U.S. exports is open to discussion. U.S. leadership in recession recovery may augur well for our positive balance of trade and payments, but weaker European currencies may mitigrate against their increasing imports from the U.S. ■

Holiday Inns: Missing the Boat on European Tastes

(The following article is reprinted with permission from *Forbes* magazine, Feb. 15, 1976)

Deep down, people are the same all over. At least so thought Holiday Inns. So its franchisees from Wisconsin, Texas and Georgia covered Europe with hotels only an American could love: chrome, coffee shops and hamburgers. Sure enough, the Americans loved 'em.

But there weren't enough Americans in places like Stockholm, Brussels and Madeira, especially in winter and after two dollar devaluations; and the locals were unimpressed by the boxy concrete inns. From 1971 to 1974 Holiday Inns lost some $21 million in Europe and the Mideast—$9 million in 1974 alone—not counting exchange losses of $17 million. (The most profitable overseas unit was in Beirut—now substantially destroyed in the Lebanese conflict.)

The men in Memphis couldn't say that no one warned them. David Lewis, a 50-year-old native of Johannesburg and a franchisee who operated 18 money-making hotels in South Africa, says he made a point of telling management how badly the European operation was being run. By the spring of 1974, Lewis says, they had tired of hearing his complaints and offered to let him straighten things out.

When Lewis got to Brussels headquarters, he found that difficult circumstances and wrong decisions had coincided almost perfectly. "We had the view that we could put an inn anywhere," the dapper Lewis recalls, "including one in Belgium at the crossing of two roads that don't go anywhere." The mistake was a natural. Americans still jump into the family car and drive here, there, anywhere. But Europeans are still destination-oriented. Too many of Holiday's 51 European inns—20 of them company-owned—were located in resort areas where competition is tough and away from the center cities that attract business travelers.

Then there is that other problem—being too American. Holiday Inns back home was founded on the promise of "no surprises": a clean room, a hearty meal, a "family" atmosphere and reasonable prices. Every Holiday Inn was pretty much like every other, and people seemed to want it that way. The company ensured consistency and minimum cost by manufacturing everything itself, from desks to detergents to the prints that hang on the walls (an operation that has lately proven unprofitable and is being sold off). Faced in recent years with a big travel slump and more competition at home, Holiday Inns has spruced up many of its sites with extras like enclosed pools and recreation areas. But they still look unmistakably like

Holiday Inns. And so, unfortunately, do the European versions.

What the European operation must do now, Lewis says, is "ethnicize"—make French Holiday Inns look like French hotels and Italian Holiday Inns look like Italian hotels, or at least make them seem ambiguously "European." Hilton International has long since gone this route. Lewis is also transferring control of the inns to nationals and decentralizing decision making. Not all of his American bosses agree. "They look at Europe and see the Common Market. I see nine separate nations, all fighting," says Lewis. "There's no way a chap in Memphis can run a hotel in Europe."

Holiday Inns also faces the problem plaguing all American companies abroad—a radically changed labor climate. In many countries, labor costs exceed those in the U.S.: A maid makes $780 a month in Holland. And because of powerful unions and the commitment of European governments to full employment, laying off is much harder. Holiday Inns was caught in the pinch: The company greatly expanded its number of rooms, but did not get a comparable increase in guests. Now Lewis is having to reduce operations at some inns and close others, while planning only three new ones. His Dutch assistant, Adriaan Appels, laments, "We tell employees we're losing our boots here and have to cut back or close down. But what they know is that we're a big American company. They don't believe us." Now the message is coming across since headquarters staff has been reduced from 127 to 26 and Lewis has cut back substantially at a number of hotels. "I'm not terribly popular," he remarks a little sheepishly. He estimates the slimming down effort will cost $750,000 in "golden handshakes." The European attitude is: Management made the mistake, let management—not the employees—pay.

"In Sweden, Italy and Holland, most seem to consider us capitalists somewhat diseased."

Lewis doubts whether he can ever inspire in his European staff the same cheery company spirit the home team boasts, with its Holiday Inn University and rousing pep talks about "Holiday Inn attitude."

Europeans also seem more cynical. "I try to motivate people—you know, get up and fire off the BS," grins Lewis. "They look at me as if I'm stark staring bonkers."

Lewis believes the Holiday Inn idea still has potential in Europe, with more and more ordinary Europeans traveling: "Hiltons are becoming even more starchy and Inter-Continental is pricing itself out of the market." There is a gap, he insists, not unlike that which Holiday Inns fills at home. "People are scared of hotels," says Lewis. "They feel humiliated by all that pomp and crap." The trick will be to eliminate the pomp without losing the character Europeans like.

Lewis says he has already put several loss-making inns in the black and predicts a reduced overall loss—about $7 million—for 1975. He figures that, with luck, within five years he will turn a profit in Europe. And if he doesn't? "Everyone will say 'Look what an idiot that Lewis chap was,' and I'll be back in South Africa growing potatoes." ■

Kitchen Holiday

Each nation has its chefs of international repute, but it is the day-in-day-out meals at home which form the distinctive character of a country's cooking. The common symbol of cookery in every country, it seems, is the onion. Its name derives from the Latin *unio* meaning unity, many things in one. Flavorsome, aromatic, moist and even medicinal, all these virtues have been ascribed to the onion. Good cooks and gourmands know how true that is. Another food common to almost all countries is cheese. In France there are more varieties of cheese than there are days in a year; they believe that a meal without cheese (or wine) is like a day without sunshine. Cheese is always served before dessert. And in Germany, the day may begin and end with cheese and sausages.

We're familiar with France's Onion Soup, with England's Welsh Rarebit, and with Switzerland's Fondue. But here are a couple of other dishes you might like to try—a cream cheese tart from Belgium and a cheese bread which Norwegians enjoy with soup.

Tarte Au Fromage Blanc

(white cream cheese tart)

- 1 flaky-pastry shell (in lieu of the Belgian pâté-brisée tart shell)
- 6 oz. (150 g.) cream cheese
- 3 eggs, separated
- 1 tablespoon sugar
- 1 tablespoon vanilla sugar
- 2 tablespoons melted butter
- 1 tablespoon flour
- 4 tablespoons cream
- 1 oz. (25 g.) almonds, crushed
- 3 or 4 macaroons, crushed (optional)

Prebake the tart shell. Meanwhile, in a mixing bowl beat the cream cheese with egg yolks, sugar, vanilla sugar, melted butter, flour, and cream. Add the almonds and crushed macaroons. Beat the egg whites until stiff and fold them into the mixture. Pour into the tart shell and bake in a moderate oven (350°F/180°C) for 25 to 30 minutes. Eat the tart warm or cold. Serves 6.

(Continued on Page 10)

International Relocation

CRE Four-Pak

It's estimated that a quarter or more of all Americans selected for overseas operations turn out to be failures—returning to the U.S. before completing their assignments because they or their families cannot cope with alien ways. At least as many are hidden failures—staying on the job, but not fully effective or happy about it. Cultural differences in the way people think and feel present the greatest obstacle to competent job performance and personal satisfaction in a foreign setting.

To aid American business in relocating employees and preparing them for overseas living, the Center for Research and Education offers four packages:

PAK-1 (Area-Specific Information) includes basic information about the host country: history, politics, geography, climate, currency, food, etc. Materials are presently available on many of the major cities as well as countries in which American business is concentrated.

PAK-2 (Adapting to a Foreign Environment) includes, in addition to PAK-1 material, made to order information on how to develop a personally satisfying lifestyle while recognizing the cultural customs and ways of doing business in the host country. It also includes key phrases in the host language and how to get along with limited language skill.

PAK-3 (Self-Learning Package) includes all of the above integrated into a custom-made sequenced self-learning package, with exercises dealing with differences in values and attitudes, encounters Americans might have with host nationals, and non-verbal communication.

PAK-4 (Custom-Tailored Training Program) is a one- or two-day training program tailored to meet the individual needs and expectations of the relocating family.

Area-Specific Information

The market is flooded with travel books—books and pamphlets on "around the world for $5 (now $15) a day." These, however, are designed primarily for the traveler (where to stay, what to see, how much to tip, etc.) rather than those who are going to live abroad. Organizations who regularly maintain personnel overseas (such as the State Department) have attempted over the years to develop relevant orientation materials, but a recent review of such literature revealed a pervasive patronizing tone; and the connotation of such often repeated phrases as "far below American standards" does nothing to support the idea that Americans can enjoy their stay abroad without total dependency upon American-produced foods, goods and amenities.

CRE has been searching out the best of commercially available area-specific literature and offers material that tells Americans what they really need to know and do in the relocation process. Among these are the OBA materials which are reviewed on page 11 in this issue.

Adapting to a Foreign Environment

We have discovered that adapting to life in another country has less to do with language fluency, knowledge of the country, or understanding culture per se than with the simple concept of learning how to develop a satisfying lifestyle in the new environment. Ideally, then, in addition to facts about the country, relocation packages should contain the kinds of information needed to help Americans in their day-to-day encounters with people and situations abroad—in essence, how to become competent, confident and comfortable.

To help make the international experience a rewarding one, CRE offers custom-made materials in the following areas:

- An introduction to preparing for overseas living, aimed toward reducing anxiety due to what people have heard described as "culture shock" and toward reinforcing the expectation of a rewarding experience.
- Basic survival skills including key phrases in the host language (when applicable), along with helpful hints on how to get along with limited language ability, and resources to help with such things as finding a place to live, hiring household help, finding a doctor in an emergency, etc.
- Social customs and ways of conducting business, with emphasis on:
  - —What Americans (or people from any other country, for that matter) do that will offend the people of the host country and how to avoid them.
  - —What local customs, behaviors and values might irritate Americans and how to cope with them.
- How to find and do the things one enjoys doing at home as well as learning how to enjoy things offered by the host country which may be unfamiliar and strange.

Self-Learning Package

To go beyond the reading stage—some "do it yourself" instruction—we offer all the above materials integrated into a custom-designed sequenced learning format. This includes exercises dealing with such things as:

- Encounters Americans might have with host nationals and the possible conflict areas involved, with a multiple choice of response and discussion of each.
- Identification and analysis of values and attitudes of Americans and host nationals toward such things as male-female relationships, time and deadlines, social status, inefficiency and red tape, etc.
- Non-verbal gestures (including body language and facial expressions) used by host nationals and what they mean, as well as those used by Americans which we take for granted and assume (incorrectly) are universal.

Custom-Tailored Training Programs

When time and resources are available, a trainer-directed workshop provides the best assistance for preparing people for their international experience. Based on the individual needs and expectations of the people involved, such programs might include any or all of the following:

- Communication: Foreign language training, using the latest audio-lingual methods, as well as training in non-verbal communication—in the understanding and use of the total person in cross-cultural communication.
- Adaptation: Programmed learning and counseling activities designed to facilitate the personal adaptation of

lifestyles to new cultural environments.

- Intercultural Job Skills: Training for the skills required in adapting personal work styles to better fit different cultural norms.
- Special Family Training: A systematic approach to the successful transfer of the family unit from one cultural environment to another.

For more information concerning any or all of the CRE Four-Pak, write to Collins Reynolds, Executive Director, Center for Research and Education, 2010 E. 17th Avenue, Denver, Colorado 80206 (303-388-6311). ■

The International Experience

Do-It-Yourself Exchange Programs

Any number of exchange programs offer an overseas live-in experience—The Experiment in International Living (Brattleboro, Vt. 05301) and American Field Service International Scholarships (313 E. 43rd St., New York, N.Y. 10017) to name only two.

But for the adventuresome, the Bureau of International Relations publishes a series of registers to help establish personal contact between people with similar interests throughout the world. It's then up to you to make the contact and the arrangements—for an exchange of hospitality, vacation work, or whatever.

The registers are open to students, adults, singles, couples, families—of any age and any nationality. They are advertised and distributed in over 32 countries to individuals, schools, universities, libraries, and various organizations and specialized agencies. Copies are mailed to all subscribers. Study the listings and write an exploratory letter to all those that interest you. Do your own screening; make your own arrangements. The fee for each listing is $15.

Send $1 for an entry questionnaire and more information to *International Catalogues*, Box 4200, Grand Central Station, New York, N.Y. 10017.

International Visits & Stays Exchange Register:

For those interested in offering an exchange of hospitality (you visit your correspondent during your vacation and he visits you during his). A great way to learn about another way of life.

International Holiday Home Exchange Register:

An opportunity to enjoy a low-cost vacation by exchanging your home with someone from abroad. According to *International Catalogues*, subscribers often exchange cars, club privileges, hobby facilities, babysitting services, etc.

International Hosts & Guests Register:

For people who are interested in receiving a guest in their home but do not require an exchange visit, or in being invited to stay in a home in another country but do not offer an exchange invitation. Either way, you enrich yourself by learning about the lifestyle of another country while sharing your own way of life.

International Paying Guest Register:

Host a paying guest—or be a paying guest. There are many variations on this theme. Make whatever arrangements suit you and your correspondent.

International Globetrotter Register:

Establish contacts for short stopovers at various places during an extended tour. You may list yourself to accept visitors only, to be a visitor only, or both.

International Working Guest Register:

According to the *Catalogues*, "over 50,000 girls from the ages of 18-30 see the world every year by staying with foreign families as a member of the family. They receive room, board and pocket money; in exchange they help the mother with child care and light housework." It is not always necessary to be able to speak their language.

International World Yacht & Cruise Register:

For people of all ages who are interested in participating as experienced or inexperienced crew members on private sailing or motor yachts—paid or voluntary positions, as paying participants, or crew members who share expenses.

International Adventure & Expedition Register:

For those interested in (1) participating in expeditions, field studies, etc., organized by various organizations (either as paying participants or in voluntary or paid positions) and (2) organizing their own study-oriented expeditions or wanting to contact traveling companions in order to plan an adventure trip just for the fun of it.

International Vacation Work Register:

A working vacation—resorts, hotels, farms, harvest camps, etc.—is a practical and inexpensive way to see the world.

USA Summer Work Register:

Most registers are open to U.S. listings, but a separate one is maintained for liaison between students looking for summer jobs and U.S. employers who have jobs available.

International Volunteer Register:

This one lists volunteer service opportunities with international development projects (skilled and unskilled positions).

International Contacts & Correspondence Register:

For those who simply wish to establish a contact with people from other nations. Open to persons of any age, and to students and teachers who want to establish class links. Get an insider's answers to your questions about another culture. Make friends worldwide.

Study Abroad Sourcebook

The National Association for Foreign Student Affairs (NAFSA) has produced a comprehensive guide for study abroad administrators and advisors. It is entitled *SECUSSA Sourcebook: A Guide for Advisors of U.S. Students Planning an Overseas Experience* ("SECUSSA" stands for a NAFSA division called the Section on U.S. Students Abroad). This is the fullest and most substantive publication on the subject that has yet come to our attention. It covers the whys of studying abroad, the role of the advisor and a review of information and resources on overseas programs, the role of language, the evaluation and transfer of credits, the development of programs, financial aid, orientation for U.S. students and issues related to the return of students. In the process the *Sourcebook* touches on most of the issues related to study abroad and does so in some depth, looking at both the cross-cultural educational dimensions and the administrative and procedural aspects, from recruiting students to setting

(Continued on Page 10)

A Leg Up In Japan

When will they ever learn? That's a recurring question when it comes to American companies that fall on their faces overseas. Their miracle marketing techniques sometimes become ghastly gaffes when transplanted from the United States to foreign countries.

The latest how-not-to example comes from Spensley Schroder, Director of Advertising and Sales Promotion at the First National Bank of Denver. Schroder passes along the grim story of the corporation which tried to market its latest underarm deodorant via television commercials in Japan.

One problem: The commercial starred an eyelash-batting female octopus who presented herself as an "underarm expert" while squeezing puffs of deodorant under her "arms."

All that would've been fine—except for one thing: Japanese perceive an octopus as having legs, not arms. What they saw was a dumb octopus squirting armpit spray on her multi-hinged crotch, hardly an incentive to buy the product unless they mistook it for a new kind of FDS.

The Built Environment

Environmental education is relatively new; "built" environment education is even newer. This is the popular term now being used to mean the man-made or constructed world in which we live. We need to study *about* it; but more importantly, we need to learn to *use* it as a laboratory to teach us other things.

For teachers who are looking for assistance in gathering material in this field, we offer the following suggestions:

• *Built Environment, A Teacher Introduction to Environmental Education* is a handbook of easy-to-implement ideas available on request to the American Institute of Architects, 1735 New York Avenue, N.W., Washington, D.C. 20006. AIA calls built environment education "a process that deals with our surroundings" and suggests how teachers might use all the physical resources of their schools and surrounding communities for experience-based learning.

• *Learning About the Built Environment* is a sourcebook (published by Educational Facilities Laboratories) available from the National Association of Elementary School Principals, 1801 N. Moore St., Arlington, VA 22209 for $3. It is a collection of teacher resources for making students aware of the environment in which they live, play, and learn.

• *City and Suburb: Exploring an Ecosystem*, by Laurence Pringle, is about using the built environment to study the ecosystem within the city in which the natural world still persists. (MacMillan, Inc., 866 Third Ave., New York 10022, $5.95)

• *City Planning: The Games of Human Settlement*, by Forrest Wilson who is an architect as well as a teacher, is a history book—not to teach history, but to use history to teach about the built environment. These historical games help the players understand the rules by which man has built his environment by revealing the choices he has made over time in building his settlements. (Van Nostrand Reinhold, 450 W. 33rd St., New York 10001)

• *The Mystery Tour: Exploring the Designed Environment with Children* is a teacher's guide and activity workbook produced by the Echo Hill Outdoor School in Maryland under a grant from the National Endowment for the Arts. The purpose of the project was to help children understand the impact of "designed environments" on personal feelings, human interactions, and community life." For more information, write to Richard C. Balaban, Echo Hill Outdoor School, Worton, MD 21678. He developed the field portion of the Mystery Tour and is formulating a series of courses that use the environment to teach history and social study.

For further research study, the following are suggested:

BRIDGE TOLL
$10 PER YEAR

• *Learning Environments*, edited by Thomas G. David and Benjamin D. Wright, attempts to put the structure of the built environment on a parity with social or interpersonal variables as critical in influencing learning. Although the focus is on the physical environment of learning, it is not limited to schools or to "educational facilities." (University of Chicago Press, Chicago, IL 60637)

• *Alternative Learning Environments*, edited by Gary J. Coates of Cornell University, explores the meaning and goal of education in order to help the urban child use his or her environment as an educational tool and to use education to reshape the environment. (Halstead Press, 605 Third Avenue, New York 10016)

• *Environmental Psychology*, by Norman W. Heimstra and Leslie H. McFarling of the University of South Dakota, presents the latest research on the effects of behavior caused by the built environment: rooms, buildings, institutions and cities. (Brooks/Cole Publishing Co., Monterey, CA 93940)

• *The Environment and Social Behavior*, by Irwin Altman, provides an integration of research knowledge and theory on privacy, personal space, territoriality, and crowding. (Brooks/Cole Publishing Co., Monterey, CA 93940)

For community organizations, the Center for the Visual Environment provides information on the impact of the built environment on the daily lives of all residents and users of the city and assistance to citizens and civic groups in their efforts to obtain and protect quality neighborhood and urban environments. For information on their services and publications, write to CVE at 1525 New Hampshire Ave., NW, Washington, D.C. 20036.

Digging for Facts

The basic concept of environmental education is to teach about man's relationship to himself, to others, to the natural world, and to the man-made world. "The environmental educator seeking to develop an ecological awareness in students can turn to archaeology for one of the basic concepts important to both anthropology and environmental studies—the concept of culture," says Leonard Crook, environmental historian with the Federal Power Commission, writing in the April 1976 issue of *EE Report* (published by Environmental Educators, Inc., of Washington, D.C.).

In an article entitled "Archaeology in Environmental Education," Crook says that "in studying the physical remnants of long dead peoples, archaeologists are exploring an aspect of culture that is intimately connected with the physical environment. Man's created objects, the things he makes, and discards, as well as the remains of his food, make a statement about his relationship to the environment in which he lived." He suggests that archaeology should be tapped as a learning resource, not only for the pleasure it brings to students but also for the insights it can provide into the man/land relationship as it has evolved over time.

Recycling Not Now

Recycling became a household word with the birth of environmental consciousness in 1970, but the industry has been an intrinsic element in the nation's economic life since its founding. This is the gist of an illustrated, 16-page booklet entitled *The Recycler of America* issued by the National Association for Recycling Industries, 330 Madison Ave., New York 10017.

The booklet notes that "waste not, want not" was basic to colonial philosophies. It was George Washington himself who projected a national commitment to what was later to be called recycling when, as president in 1793, he approved a requisition for a new chain for a frigate with the observation: "Approved, as far as regards to a new chain, but is there an entire loss of the old one?" The hero of the Midnight Ride was a noted silversmith and coppersmith; and like every metal worker of his day, he made extensive use of scrap materials. The Liberty Bell is also the product of recycling, having been recast twice with the same materials. Can we do less? ■

CC Quiz

CC is a handy acronym used in referring to cross-cultural relations. It sounds complex, but it happens anytime two or more people meet anywhere—because every person is the product of his own upbringing or "culture." How well are you equipped to deal with the customs of people in other countries that may be different from those you know? Try this quiz, then turn to page 10 and see how well you did.

1 You are a student who has just arrived in Bogotá for six weeks of special studies. The sponsoring organization has arranged for you to stay with a Colombian family. Your hosts have been very kind; in fact they took you on an all-day outing recently which included sightseeing around the city, a picnic lunch, and a trip to Monserrate on the cable car. You thought you had thanked them properly for their kindness; but two days later you overheard the señora tell a friend about the excursion with their American guest, ending with the comment "and all she said was 'gracias.'"

What do you think the señora meant by this implied criticism?

A. You should not have thanked them for an act they considered a normal part of their hospitality.
B. You should have offered to pay them for showing you the sights.
C. You should have been more profuse in your thanks.

2 You are a young architect just beginning an apprenticeship in your firm's Paris office. Your supervisor is friendly and seems concerned over your well-being, so you invite him and his wife to dinner at your home to meet your wife and to show them that you are nicely settled into your new apartment. He accepts but seems to hesitate a bit when you set the time for 7 p.m. When they arrive, you offer them a choice of several kinds of drinks. They each accept one but do not finish them. So you are glad you also have dinner wine which your guests seem to enjoy. During dinner, however, you feel somewhat rebuffed because every time you try to talk business (to show your interest), your boss steers the conversation to something else. Both of your guests are polite and friendly; but although you can't really put your finger on it, you feel the evening wasn't entirely a success.

Looking back on the evening, what do you think may account for the slight "edge" to the evening?

A. The social hierarchy in France frowns on fraternization between the employer and employee, making your supervisor feel uncomfortable for having accepted your invitation.
B. Frenchmen don't like to talk business over dinner.
C. Frenchmen don't approve of hard liquor.

3 Your company has been having diamonds cut by a firm in Antwerp for several years. Newly appointed a vice president of your firm, you are making your first visit to Belgium to observe the diamond cutting operation and to negotiate a new contract. You speak French rather fluently, so decide it may give you an advantage to use it even though business has always been conducted in English. In fact, you even took the trouble to translate the proposed contract into French. However, your meeting today didn't go as smoothly as you'd expected. Although the file of correspondence which you had studied carefully was quite formal in style, it had always been friendly in tone. But Mr. Gysen acted somewhat cool toward you and suggested that you use a contract form he had prepared in English as the working copy.

Which of the following reasons do you think accounted for Mr. Gysen's attitude?

A. He was offended because he felt your company had sent a junior employee to conduct important business with him.
B. Preparing a contract, even a proposed one, in advance of negotiating discussions was a breach of proper business conduct.
C. He was offended by your use of French rather than Dutch or English. ■

The International Experience
(Continued from Page 7)

up a budget and organizing on-campus processes. Each chapter goes into issues thoroughly, includes step-by-step guidelines and lists resources.

The *Sourcebook* has a full set of appendices which include a number of valuable articles on study overseas, cross-cultural learning, language learning, cross-cultural training and program evaluation. Some of the books suggested for further reading are not as germaine to the subject as one might hope, but that is a minor criticism of a volume which should become a permanent reference for the worker in the study abroad field.

The volume resulted from an intensive workshop held at the School for International Training in Vermont and is capably edited by Ms. Judy Frank. It is available for $2 from NAFSA, 1900 18th Street, N.W., Washington, D.C. 20009.

Summer Study/Travel

- A Safari to Mount Kilimanjaro (hiking, mountain climbing, learning self-reliance) and a Studytrip to Mexico (learning about Mexican life and customs as well as language) are two of the student group opportunities offered by Friends World College. For a brochure, write: Studytravel, Friends World College, Huntington, N.Y. 11743.
- For information about more concentrated study in Spanish, as well as social and cultural activities, write to the Academia Hispano Americana, Insurgentes 21, San Miguel de Allende, Gto., Mexico. Here, students live with Mexican families or at small local hotels to learn about contemporary Mexico.
- The Sierra Club offers many trips to foreign countries. Although primarily wilderness hikes, canoeing, and nature study, these trips also offer the opportunity to experience different ways of life. Send $1 to Sierra Club, 530 Bush St., San Francisco, Calif. 94108 for their latest *Bulletin*.

Intercultural Workshops

For the fifth year, the Center for Cross-Cultural Communication is offering a series of residential workshops in Europe emphasizing the "person-centered" approach to intercultural and interpersonal communication (i.e., an approach that recognizes that the "potential to learn and the power to act" lies within the person). The workshops provide opportunity for people from diverse cultures to share personal, professional, cultural and value differences and similarities in an open and empathic climate.

Workshops are scheduled in Germany from June 16-29 and July 28-Aug. 8; in Holland, Aug. 12-22 and Aug. 25-29; and in Sweden, Sept. 1-5. Others are being planned for England and Spain. For more information, write to the Program Coordinator, CCCC, 20 Minoca Rd., Portola Valley, CA 94205. ■

Kitchen Holiday
(Continued from Page 5)

Ostebrød
(cheese bread)

6 thin slices white bread
butter
¼ cup (75 g.) grated strong flavored cheese
1 egg white

Remove crusts from bread and lightly spread with butter on one side only. Mix cheese with stiffly beaten egg white and spread mixture thickly on bread. Place slices on a baking sheet in a hot oven (450°F/220°C) for about five minutes until a golden brown crust has formed.

Americans' obsession with calorie counting notwithstanding, the sweet tooth can't be ignored. Writing in the November 1975 issue of *Travel & Leisure*, Joseph Wechsberg extolls the virtues of chocolate, calling it "hard on the teeth, bad for the figure, a boost to one's energy, and a boon to the soul." We haven't the room to reprint the whole article, but thought you might enjoy the side-bar entitled "How the Europeans Eat Chocolate."*

"In America, chocolate as a drink is 'mostly for kids,' but in Europe hot chocolate is popular for breakfast, in mid-afternoon or as a nighttime 'tranquilizer.' The Dutch serve breakfast coffee with a small piece of chocolate to be used like sugar. The Belgians love *Café Louvois*, equal parts of hot chocolate and hot black coffee, with whipped cream. (Agatha Christie's Hercule Poirot, the Belgian superdetective, drank a cup of hot chocolate whenever he had problems.) *Café Muck* is a cup of hot espresso with a small piece of chocolate, a dash of kirsch, topped off with whipped cream. Dutch and French firms make cacao and chocolate liqueurs. The Savoy (London) Cocktail Book lists two chocolate cocktails. One is made with a yolk of 1 fresh egg, one part yellow chartreuse to three parts port wine, 1 teaspoon of crushed chocolate; shaken well and strained into medium-size glass. *Poires Hélène*, according to Escoffier, are pears poached in vanilla-flavored syrup, cooled, served on a layer of vanilla ice cream, with a hot chocolate sauce served separately. For the chocolate sauce, stir half a pound (¼ kg.) of grated chocolate into ⅔ pint (3⅓ dls.) of water, with a tablespoon of sugar flavored with vanilla. Cook gently for 25 minutes, and top with 3 tablespoons of cream and a walnut-size piece of butter. Very rich!—J.W." ■

—Eve Lee

*Reprinted from *Travel & Leisure*, Copyright 1975 American Express Publishing Corp.

CC Quiz Answers

1C—The key to the problem is expressed concisely in the phrase "all she said was 'gracias.'" This is enough if someone hands you the newspaper or lights your cigarette; but for larger favors, the Latin American's idea of good manners requires a more profuse expression of appreciation than a mere "gracias"—something like a small gift, or at least "What an excursion! It was very kind of you to include me. This has been the most enjoyable day I've had since coming to Bogotá. Thank you very much for everything."

2B—Actually, there were several cultural nuances you missed in planning your dinner for the boss. Dinner parties are usually at 8 or 8:30 p.m. Frenchmen enjoy good wine and good food, and believe hard liquor dulls the palate. Thus the cocktail hour as we know it isn't popular; an apertif wine before dinner would have been more appropriate. Equally important, they feel that talking business over a good meal is almost a sacrilege; they're not even fond of the good ol' American business lunch. And talking business in front of the women of the family is frowned on.

3C—In the 1930s, laws were passed to abolish French as the only official language in Belgium and to establish equality between French and Dutch (Flemish). Law is one thing and practice is another, however, and there exists a real division between the Dutch-speaking half of the country (the north) and the French-speaking half (the south). One of the greatest surprises to Americans is the extent and depth of animosity between these two groups. A visiting businessman will do well to remember this rivalry.

An additional tip to keep in mind: Brussels businessmen with their French influence tend to be talkative and charming, although sometimes critical of the U.S. way of doing things. Their Antwerp counterpart, on the other hand, is likely to be more conservative, less of a talker, and therefore somewhat harder to approach.

Resources

Overseas Briefing Associates . . .

publish the best off-the-shelf materials we've found for dealing with foreign countries.

Their *Basic Handbook for International Transfer* (85 pages) provides answers to the questions most people don't know to ask about a foreign transfer. Preparation, time, moving, housing, pets, no-no's, customs, entertaining, doing business, money, taxes, health, shopping, legalities, children, schools, cars, and other sources of information and assistance are some of the major topics covered in the *Handbook*.

It will save any reader time and effort and ease the inevitable pain of doing new things differently. The *Handbook* is clearly written, well organized, pertinent and up-to-date. Short of writing this kind of handbook for yourself you won't find better relocation information.

OBA's *Country Updates* (100-120 pages each) are special books on individual countries which summarize country data most important to the foreign traveler or resident. No treatises or tricks. Just excellent factual background data and everything you need to know about making the most of a foreign stay.

Travel guidebooks tell you what to see. But OBA's *Updates* educate and tell you what to do in each foreign country. From business mechanics to language phrases to household pointers, the information is complete and unusually sensitive to each country's character. Whether first-time or experienced traveler, these books will provide you with the data you need. *Updates* are mini-courses of the sort foreign service officers and wives get in preparation for overseas assignment. They won't make anyone a diplomat, but taken as directed, they will make foreign assignments more effective and enjoyable.

OBA *Reading and Resource Lists* (30-40 pages each) are extensive semi-annotated bibliographies updated three times yearly. They have depth and breadth enough for professionals and are eclectic enough for general interest readers.

Primary topics include sources of information, both governmental and non, and suggested readings subdivided into introductory, business, political, periodical and newspaper materials on each country.

Each list is a result of formidable research. The titles themselves provide several viewpoints on common topics, are written by both foreign and U.S. sources and must be considered to represent a good cross section of available materials.

Whether used for pure research or for getting to know the country of your choice, OBA *Reading and Resource Lists* provide highly specific references of uncommon utility.

OBA PRICE LIST

OBA COUNTRY UPDATES FOR:

ASIA	Order No.	EUROPE	Order No.
Hong King	025	Belgium	029
Indonesia	026	France	030
Japan	027	Germany	031
Singapore	028		
MID-EAST	**Order No.**	**LATIN AMERICA**	**Order No.**
Egypt	032	Brazil	035
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Saudi Arabia	034	Venezuela	037

BRIDGE SUBSCRIBER PRICES (order by country)		Non-Subscriber Prices
1-6 copies:	$20.00 each	$25.00 each
7-11 copies:	$17.50 each	$22.50 each
12 or more copies:	$15.00 each	$20.00 each

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OBA BASIC HANDBOOK FOR INTERNATIONAL TRANSFER (Order No. 042)

BRIDGE SUBSCRIBER PRICES:		Non-Subscriber Prices
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7-11 copies:	$17.50 each	$22.50 each
12 or more copies:	$15.00 each	$20.00 each

Notes: 1. All orders must be prepaid before shipment.
2. Use the CRE order form in *The Bridge* for all OBA materials orders.

Tools of the Trade

THERE IS A DIFFERENCE—12 INTERNATIONAL PERSPECTIVES, by John Fieg and John Blair. This 136-page paperback is a compilation of studies covering 12 countries—Brazil, Colombia, Egypt, Ethiopia, India, Indonesia, Iran, Jamaica, Japan, Kenya, Nigeria, and Turkey—and the crucial differences in daily cultural patterns between each of those countries and the United States. Available for $2.50 from Meridian House International, 1630 Crescent Place, NW, Washington, D.C. 20007.

The Organization for Economic Cooperation and Development (OECD) has recently made available two studies on the status of education in OECD countries. *RESEARCH AND DEVELOPMENT IN EDUCATION—A SURVEY* provides a first analysis of the institutional arrangements governing the size, nature, and direction of the educational research and development effort in European-member countries of OECD. Another publication, *THE EDUCATION SITUATION IN OECD COUNTRIES: TRENDS AND PRIORITIES,* reviews the growth and costs of education in OECD countries and the changes present in all aspects of the education process. The research and development report costs $2.50 and the Survey, $2.25. Write to OECD, 1750 Pennsylvania Ave., NW, Washington, D.C. 20006.

The Central Bureau of International Visits and Exchanges, an organization established in 1948 by Britain's Ministry of Education and the U.K. National Commission for UNESCO, has begun publication of *HIGHER EDUCATION EXCHANGE* to act as a "means of communication" between the Central Bureau and higher education institutions and associations in Britain and abroad, and to serve as a "forum for debate about the many important issues in higher educational exchange." The magazine will be published three times a year for £2 p.a. or 67 p per copy (overseas rate), from the Central Bureau for International Visits and Exchanges, 43 Dorset Street, London W1H 3FN, England.

INTERNATIONAL STUDIES QUARTERLY, the official publication of the International Studies Association (ISA), a multi-disciplinary organization that promotes interaction and collaboration among specialists whose interests are focused on transnational phenomena. Annual membership in the Association includes a subscription to the *QUARTERLY, THE ISA NEWSLETTER* and other publications occasionally available to members. It costs $12 for individuals in the United States and Canada, $10 for individuals in Western Europe, $6 for individuals in other countries, $5 for students. Write to the Executive Office, International Studies Association, University of Pittsburgh, Pittsburgh, Pa. 15260.

AMERICAN STUDENTS AND TEACHERS ABROAD (Rev. ed., December 1974) lists sources of information about overseas study, teaching, work and travel; compiled by the Bureau of Postsecondary Education of the U.S. Office of Education. Available for 90c from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

SELECTED CONFERENCE SPEECHES, reprints of speeches delivered at the annual convention of the National Association for Foreign Student Affairs. Send $1.25 to NAFSA, 1860 19th Street, NW, Washington, D.C. 20009.

Also new from NAFSA is a special report on NAFSA's activities in areas deemed to be of major importance in foreign student education in the U.S. *CRUCIAL ISSUES IN FOREIGN STUDENT EDUCATION* is available from NAFSA for postage and a 25c handling charge.

"Do-It-Yourself Orientation for Foreign Students," a brief paper available free from the author, Dr. Gary Althen, Office of International Education and Services, 316 Jessup Hall, University of Iowa, Iowa City, Iow 52242.

Pacific Neighbors, the Sister City organization in San Jose, Calif., has released a new *STUDENT EXCHANGE HANDBOOK.* It is 16 pages long, covers the history of Pacific Neighbors, includes sections on student finances, jobs and general information for host families. Write to Sister Cities International, 1612 K Street, NW, Washington, D.C. 20006.

Students who hold an International Student Identity Card (ISIC) from the Council on International Educational Exchange (CIEE) will now receive free a new brochure, *INTERNATIONAL STUDENT IDENTITY CARD DISCOUNTS AND BENEFITS,* which lists nearly 200 student discounts such as charter flights and student hostels in 60 countries around the world.

To obtain an ISIC, students must provide a CIEE with a completed application form, a picture, proof of full-time student status, and a fee of $2. For complete information and an application, write CIEE, Department ISIC, 777 United Nations Plaza, New York, N.Y. 10017 or 235 East Santa Clara Street, No. 710, San Jose, Calif. 95113

Also available from CIEE is a new edition of *WHERE TO STAY USA,* a 304-page paperback with state-by-state listing of 1,250 places to stay for under $9 and other travel information. Copies are available for $2.95 in bookstores and from CIEE (see addresses above).

COMPREHENSIVE LIST OF ACTIVE WORLD AFFAIRS COUNCILS AND SIMILAR ORGANIZATIONS IN THE U.S. A complete list of organizations that engage in educational activities for leaders or the general public, focusing on international relations and cultural awareness through pamphlets, books, broadcast media, conferences, lectures, etc. Single copies available free from Mr. William Messner, Executive Director, Cincinnati Council on World Affairs, Suite 1028, Dixie Terminal Building, Cincinnati, Ohio 45202.

Since 1941, about 165,000 people from 135 countries have come to the United States to participate in the *INTERNATIONAL TRAINING PROGRAM* of the Agency for International Development, a program that provides technical education, manpower development, and guidance to developing nations on a people-to-people basis. A series of pamphlets describing aspects of the program is available free either individually or as a set from the Office of International Development, Department of State, Washington, D.C. 20523. The titles of the pamphlets are: *PRE-ACADEMIC WORKSHOP, PARTICIPANT TRAINING, A COMMUNITY WORKSHOP, TO CHANGE LIVES, ENGLISH LANGUAGE TRAINING, MANAGEMENT SEMINARS, MID-WINTER COMMUNITY SEMINARS, VOLUNTEERS, A GOOD BEGINNING, AND COUNSELING.*

FILM RESOURCES ON JAPAN, a directory of more than 500 films and filmstrips useful in the study of Japan. Prepared by the University of Michigan's Audio-Visual Education Center, Ann Arbor, for the Office of Education. Available for $1.20 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

A 50-minute videotape of *"A TRANS-ATLANTIC*

DIALOGUE: INTERNATIONAL RELATIONS AND THE WORLD SOCIETY," based on the roundtable discussion conducted at the 1974 annual convention of the International Studies Association is now available through the Consortium for International Studies Education (CISE).

Among the participants on the roundtable are Karl W. Deutsch, Harvard University; James N. Rosenau, University of Southern California; John W. Burton, University College, London; and Michael Banks, London School of Economics. The discussion focuses on global policy problems and processes as viewed by parties on both sides of the Atlantic, with the American panelists debating the British viewpoint that world politics is presently undergoing a dramatic and fundamental change in its essential characteristics.

The videotape has been developed and edited for use in both undergraduate and graduate international studies courses. It may be purchased for classroom use for $100 for institutional members and $125 for nonmembers, or rented ($25 for members, $50 for nonmembers), both for 2-week periods, by writing to: CISE, Center for International Studies, University of Missouri-St. Louis, 8001 Natural Bridge Road, St. Louis, Mo. 63121. (An audiotape may be purchased for $15.)

American Friends of the Middle East, Inc., has recently published *PLANNING FOR STUDY IN THE UNITED STATES*, a guide to help Middle Eastern and North African students plan for study in the United States. The cost is $1. Write to American Friends of the Middle East, Inc., 1717 Massachusetts Avenue, NW, Washington, D.C. 20036.

Reprinted by permission, *EXCHANGE*, Fall 1975.

Vietnamese Refugees

The Center for Applied Linguistics has responded to the urgent need created by the immigration of thousands of Vietnamese to this country. Their Vietnamese Refuge Education Series is designed to "bridge the language and cultural barrier and to help the refugees take their place as new members of American society."

The following materials are available from the National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209. (Toll-free line: 800—336-3040)

- ☐ *A Handbook for Teachers of Vietnamese Students:* Hints for Dealing with Cultural Differences in Schools. $1. [This little booklet is valuable for those dealing in *any* capacity with Vietnamese refugees.]
- ☐ *English-Vietnamese Phrasebook with Useful Word List* (for English speakers). $2. Accompanying cassette tape, $6.
- ☐ *A Colloquium on the Vietnamese Language.* $6.50. [Contrastive features between Vietnamese and English]
- ☐ *A Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese.* $1.50. [Vietnamese and American educators with special expertise in teaching content subjects.]

The Intercultural Relations & Ethnic Studies Institute at Rutgers University, 10 Seminary Place, New Brunswick, N.J. 08903, devoted their entire January 1976 issue of their newsletter, *Mosaic*, to Vietnamese cross-cultural exchange. Write to Muriel Wall, Editor.

For those providing assistance to new Vietnamese residents, the following Vietnamese language newspapers are published in the U.S.: *Chuong-Viet*, Vietnamese Catholic Student Assn., Box 205, Enfield, CN 06082; *Nguyet-San Hon Viet*, 6312 Riverdale St., San Diego, CA 92120; and *Toa Soan*, 1322 18th St., NW, Washington, D.C. 20036. The U.S. Department of Health, Education and Welfare publishes *New Life*, an English/Vietnamese/Cambodian newspaper for refugees which includes a locator file to assist scattered family members in finding each other in U.S. communities.

And write to the Boulder, Colorado, Public Library for information. They have undertaken a project to become a "people's university" for the newcomers in Colorado. Among other services, they are beginning a collection of Vietnamese literature. ■

BRIDGE TOLL
$10 PER YEAR

An Interview With
John Richardson, Jr.

(Continued from Page 2)

the procedure. I think one reason they produced a result that at least I thought was striking was that they didn't presume to sit around among a group of Americans and discuss what was the desirable thing to do about a particular problem in the world.

Instead, they brought together a group of very serious thinking people from a number of different cultures and societies and they physically met in different parts of the world. They developed their thinking together and their report had a planetary perspective instead of a particular country's perspective. It was simply more creative and more based in reality than it would have been if it had been predicated on any one particular view.

This suggests to me the urgency of building in international participation within many of our own institutions. I was delighted that the East-West Center in Hawaii, which is concerned with cultural problems among other things, has changed its organization so that now it has a Board of Trustees that includes non-Americans and it has a staff which includes non-Americans. It has always had participation from outside the U.S. but now the whole structure is infused with additional perspectives, and I think that is the model many of these institutions should follow.

The Ford Foundation has done this also. They have members from at least a few other countries. I think it makes all kinds of sense, not from the point of view of giving away the country or giving away our resources, or being godfather to the world, but from the point of view of perceiving reality more accurately and planning more responsibly.

The lesson is, if you're trying to learn something about the world, then get outside of your own culture and get some help from other people.

Mr. John Richardson, Jr. has been Assistant Secretary of State for Educational and Cultural Affairs since 1969. Earlier, he was successively a practicing lawyer, an investment banker and president of Free Europe, Inc. (Radio Free Europe). He is a former president of the International Rescue Committee, a former member of the Boards of Directors of the Foreign Policy Association and Freedom House, and is now a member of the Board of the Kennedy Center, the Inter-American Foundation, and the East-West Center.

Mr. Richardson was interviewed by John Coyne, Washington Correspondent for The Bridge. ■

Reviews

Living in Europe

By Alison Raymond Lanier, Scribners

Living in the U.S.A.

By Alison Raymond Lanier, Scribners

Alison Lanier has spent many years helping to cushion the crush of culture shock both for Americans going to live overseas and for people throughout the rest of the globe who must cope with the frenetic lifestyles in these United States. Her advice is sound, her style is light and readable, and she does the job she set out to do very well, indeed.

LIVING IN EUROPE, a 403-page tome, offers a section on Europe in general, including chapters on manners and courtesies, money problems, housing and the care and feeding of small children in foreign countries.

Following the general section, there are full chapters devoted to each of 17 European nations, focusing on specific cultural idiosyncrasies which lie in wait to trip up an unsuspecting tourist, businessman or government official from the U.S.

Not all countries are covered. In a note to the reader, Lanier apologizes for the omission of Andorra, Cyprus, Iceland, Liechtenstein, Malta and Monaco "because so few Americans settle in these countries."

Of more interest to Americans, oddly enough, is *LIVING IN THE U.S.A.* in which Lanier holds up an undistorted two-way mirror to American society. Through the transparent side, people from other countries may observe what to expect from Americans in America. From the other, reflecting side, we see ourselves as others see us—warts and all. The view can be unnerving.

For example: "If Americans crudely try to help you with something that has long been totally familiar to you, if they comment on your good English when you have spoken it all your life, if they confuse your country with another thousands of miles away, be patient with their ignorance. . . . Regrettably, most of us are still incredibly unfamiliar, uninformed and naive in regard to other lands." Zap.

In explaining all those personal questions that Americans usually ask on first meeting someone, Lanier says, "Since many of us move around the country so often and meet so many people in the course of a year, we tend to 'telescope' these exploratory courtesies. We meet, and by rapid questioning we establish what we feel to be an easy understanding, for we know that in this fluid country we may soon lose this person in the normal ebb and flow of life."

A lingering sense of loneliness follows those words, reminding us of something often felt but seldom thought about, perhaps in self-defense.

The U.S. lack of titles, rank, class and other accoutrements of a more rigidly structured society are explored, things without which many people foreign to the United States feel at loose ends, not knowing where they stand. Even here, one can feel the burden of freedom. It is, after all, a comforting feeling to know exactly where one stands in relation to everyone else at all times. The price of social freedom often can weigh heavier on the human psyche than that of political freedom.

On and on she goes, defining problems a foreigner is likely to encounter in customs, ideas, geography, weather, money, food, housing, school—even the still delicate subject of interracial dating (at least in parts of our country) is discussed with great candidness and honesty, coming down solidly on the side of the argument that everyone is free to associate with whomever they wish.

Lanier is thorough, maintains good humor without being flip, and is extremely solicitous of people of other countries lest they mistake her intentions or meaning. On the book's first page (one of 205), she apologizes to "fellow-Americans from other parts of the hemisphere."

Says she: "Throughout this book I have used the word 'American' many times to mean 'of the United States' with full knowledge that the United States is only a *part* of the Americas. . . . It is done through no lack of appreciation or awareness of all the many customs, cultures and countries that are equally American."

The only distraction of either book is Lanier's constant use of punch lines and exclamation marks instead of periods. It gives the books a strident tone (at least to this reviewer) that isn't intended. Parts of the books literally seem to shout at the reader.

But these are minor irritants in two excellent, well-written books on getting the most out of being strangers in a strange land. Alison Lanier has few peers in this area. She gained her expertise by working for many years with the U.S. State Department and with corporations conducting courses for business families and government workers who were heading overseas. Through these books, and through her other publications, she distills her knowledge into tight, entertaining dissertations on making the most from intercultural contact. ■

—John P. McLaughlin

THERE IS A DIFFERENCE: 12 INTERCULTURAL PERSPECTIVES

By John P. Fieg and John G. Blair, Meridian House International

How can we explain the American's concern over an "invasion of privacy" to someone whose language does not have an exact equivalent of "privacy"? How can we say that Americans are emotionally expressive or emotionally reserved until we know the cultural perspective? Brazilians, for example, might find us cold and unemotional, whereas Southeast Asians would view us as choleric and vibrant.

Messrs. Fieg and Blair are staff members of the Washington International Center which has undertaken the challenge of "trying to make understandable to visitors from nearly 150 countries the complexities of the ever-changing American society they are about to enter." The need to link the *theory* and *practice* of intercultural communication in their efforts to ease visitors' adjustment to life in the United States resulted in a contrastive study of cultural perspectives which forms the heart of this book.

There IS a Difference is a series of articles covering 12 countries—Brazil, Colombia, Egypt, Ethiopia, Indian, Indonesia, Iran, Jamaica, Japan, Kenya, Nigeria and Turkey—which discusses the crucial differences in day-to-day cultural patterns between each of these countries and the United States.

The authors spoke with nationals from each of these countries, people who were widely diverse in age, occu-

pation, social status and length of time in the U. S. Each interview began with a general question about "what aspects of American society had seemed most unusual or difficult to understand in terms of the interviewee's own culture and customs. From there the discussion moved to specific areas such as interpersonal relations, family patterns, use of time and space, and attitudes towards individualism, egalitarianism and emotion expressiveness." They also questioned Americans who had lived in these countries and understood the cultural problems which gave Americans the most difficulty.

The Biblical message that it is easier to see the splinter in another's eye than the beam in one's own was clearly borne out in the responses to a question concerning things Americans did that would be considered rude or impolite in their societies and, conversely, behavior which in their societies would be acceptable but that Americans would consider improper. "Generally, however," said Fieg and Blair, "those interviewed were able to escape from the shell of ethnocentrism and analyze the cultural differences with considerable detachment, insight, and skill." The authors draw few generalizations. Rather, they present their observations and allow the reader to come to any relevant conclusions.

The gain is great, they comment, "if one can penetrate, however imperfectly, into the thinking and customs of another culture." This book is an interesting attempt to do just that. And, we might add, it is done in language refreshingly clear of the jargon so often found in studies of this nature.

The book is available for $2.50 (paperback, 130 pages) from Meridian House International, 1630 Crescent Place, N.W., Washington, D.C. 20009.

The Book Store

As a service to our readers, The Bridge *makes books available. Those we have on hand at present are described below. (Paperback unless otherwise stated.) New books will be added and reviewed in each issue.*

No need to spend valuable time checking the bookstores—or writing letters to several publishers. Just check off the titles you want on the order form—write one check—and mail them to us. We'll ship the books to you immediately.

LIVING IN EUROPE. By Alison Lanier. (Scribners) 403 pages. Hard cover. $8.95. No. 046.

See the review on page 14.

LIVING IN THE USA. By Alison Lanier. (Scribners) 205 pages. $3.45. No. 045.

See the review on page 14.

THE UGLY AMERICAN. By Wm. J. Lederer and Eugene Burdick. (Fawcett) 240 pages. $1.50. No.044.

Originally published in 1958, this book is still timely—exposing what really goes on behind the secret, red-tape curtain of American diplomacy. Even those who have but a casual understanding of politics and foreign affairs will find it a compelling and memorable reading experience.

THINGS FALL APART. By Chinua Achebe. (Fawcett) 191 pages. $1.50. No. 043.

Set in an Ibo village in Nigeria, the novel vividly recreates pre-Christian tribal life and shows how the coming of the white man led to the breaking up of the old ways. A powerful and moving narrative, it is uniquely and richly African, but at the same time reveals Achebe's keen awareness of the human qualities common to men of all times and places.

OBA RELOCATION MATERIALS. By Overseas Briefing Associates. Country Updates (Nos. 025-037); Reading and Resource Lists (Nos. 038-041); and Basic Handbook for International Transfer (No. 042)

See page 11 for reviews and prices.

AN AMERICAN FAMILY IN MOSCOW. By the Schecter family. (Little Brown) 410 pages. Hard cover. $10.95. No. 024.

Recreates the experiences shared by Jerrold and Leona Schecter and their five children while Schecter was stationed with *Time* magazine's Moscow Bureau from 1968 to 1970. Unlike many foreign families, they made every attempt to blend themselves as much as possible into the culture. Filled with penetrating observations, this exceptional family story represents one of the most revealing, informative, and insightful books yet written about contemporary Soviet society and life in Moscow.

THE ALEXANDRIA QUARTET. By Lawrence Durrell. (Dutton) $7.95. No. 023

Set in Egypt, these four novels (Clea, Mountolive, Balthazar, and Justine) are separate but interrelated. *The New York Herald Tribune* called it "a work of great wit and skill, of many-sided truths and of a glorying in words, a juxtaposition of bawdy and beauty, of serenity and violence, of the ugliness and wonder of life."

RETURN TO LAUGHTER. By Elenore Smith Bowen. (Doubleday) 297 pages. $2.50. No. 022

Bowen is the *nom de plume* of Laura Bohannan, a name well-known in anthropological circles. Although a work of fiction, this book draws heavily on Ms. Bohannan's extensive experience among the Tiv of Nigeria, providing insights into the indigenous culture of West Africa. Primarily, however, it is a moving story of the outsider caught up and deeply, personally involved in an alien culture.

IN SEARCH OF WHAT'S JAPANESE ABOUT JAPAN. By John Condon and Keisuke Kurata. (Shufunotomo/Tokyo) 148 pages with 300 photographs, 55 in full color. Hard cover, $6.00. No. 021

The interplay of text and photos produces a kinetic effect like that of a film . . . a richly textured tapestry of the culture, lifestyle, and way of thinking that are characteristically and uniquely Japanese. More than 30 different themes are developed, from house and family patterns to concepts of aesthetic sensitivity, from educational practices and pressures to the behavior of the ubiquitous Japanese businessman.

LIVING IN LATIN AMERICA, A Case Study in Cross-Cultural Communication. By Raymond L. Gorden, Antioch College. (National Textbook) 177 pages. $6.50. No. 020

This book is based on interviews with Americans and Colombian family members with whom the Americans stayed. It focuses on how misunderstandings occur because of the different ways people view the *home* and relate to each other within it. It stresses the importance of developing a cultural context for communication; language fluency is just not enough.

A valuable guide for those who will be living and studying in Latin American countries, but also a teacher resource text for the class room and methods course for Spanish language classes.

THE UNIVERSAL TRAVELER: A (Soft) Systems Guide to Creativity, Problem Solving and the Process of Reaching Goals. by Don Kobert & Jim Bagnall, California Polytechnic State University. (Wm. Kaufman, Inc.) 128 pages. $4.95. No. 019

There are many who advocate the systems approach to planning and design, but this is the most interesting and unique treatment of the subject we've seen. Describing the process as an excursion, they use travelese to reinforce the concept that design is more meaningful when it can be visualized and pursued as a logical journey rather than a random happening.

PREPARING INSTRUCTIONAL OBJECTIVES. By Robert Mager. (Fearon) 144 pages. $3.95. No. 018.

This is the largest selling book ever written on this vital subject. Translated into 12 languages, it has become recognized as the standard work in its field. Now in the long-awaited second edition, it is a must for everyone seriously involved in instruction.

Others in the Mager library . . .

GOAL ANALYSIS is often critical in the development of meaningful and achievable objectives. 136 pages. $2.95. No. 017.

DEVELOPING ATTITUDE TOWARD LEARNING describes three principles teachers can apply to help students have a more favorable attitude toward their subjects, and offers a way of measuring success and a technique for improving on it. 104 pages. $2.75. No. 016.

ANALYZING PERFORMANCE PROBLEMS, or You Really Oughta Wanna (co-authored by Peter Pipe), is a practical approach to problems of human performance—when people aren't doing what someone else expects them to do. Anyone who directs or guides the performance of others will find this book extremely helpful. 111 pages. $2.75. No. 015.

MEASURING INSTRUCTIONAL INTENT, or Got a Match? shows how to prepare or select test items that are just right for measuring the achievement of instructional objectives. 159 pages. $3.25. No. 014.

OBJECTIVES—TOOL FOR CHANGE. By Peter Pipe. A companion piece to the Mager series is this little volume which expands the concept that objectives provide a standard against which to measure student competence. Shows how the instructor can assess the relevance of his course and identify those aspects needing change. 116 pages. $2.95. No. 013.

UNOBTRUSIVE MEASURES: Nonreactive Research in the Social Sciences. By Eugene Webb, Donald Campbell, Richard Schwartz, and Lee Sechrest. (Rand-McNally) 225 pages. $5.95. No. 012.

Known at various times during the writing stage by titles such as *The Bullfighter's Beard . . and Other Nonreactive Measures* or *Oddball Research, Oddball Measures*, the authors finally opted for the more scientific-sounding title. In any case, this is a technical but highly useful volume on measuring results by observation rather than by the attitude/opinion approach, i.e., measuring conditions directly rather than how people think conditions are.

THE PURSUIT OF LONELINESS: American Culture at the Breaking Point. By Philip E. Slater. (Beacon Press) 154 pages. $2.95. No. 011.

"If I had to select a single book by which to tell a stranger what life in this country has become and why, it would be this one." Edgar Friedenberg, *New York Review of Books*. An insightful and thought-provoking book about the severe gap between fantasies we live by and the realities we live in.

ON BEING A MASTER PLANNER: A Step by Step Guide, from a Nationwide Study of Environmental Education Planning. By Richard E. Rocchio and Eve Lee, Center for Research and Education. (ERIC/SMEAC, Ohio State University) 155 pages. $3.50. No. 010.

Demonstrates a new way of viewing and using the planning process within a social movement context, as well as recording the efforts of states to prepare master plans for environmental education. Helpful for planners in any area of social action.

WHAT MAKES EDUCATION ENVIRONMENTAL? Edited by Noel McInnis and Don Albrecht. (Data Courier/Environmental Educators) 472 pages. $9.95. No. 009.

Contributions from 41 professionals combine viewpoints of noted environmental educators with fresh, new perspectives from those outside the field. Worthwhile reading for everyone involved in environmental education, it serves especially well as a resource for teachers and education students.

OPPORTUNITIES IN ENVIRONMENTAL CAREERS. By Odom Fanning. (Vocational Guidance Manuals) 251 pages. $3.95. No. 008.

Employment opportunities in environmental careers are increasing. This book is the authority on how to plan and prepare for a rewarding career in environmental management. Contains a comprehensive overview of the employment outlook and more than 25 professions are discussed in detail. A must for educators to have on hand for student career counseling.

THIS WAY OUT: A Guide to Alternatives to Traditional College Education. By John Coyne and Tom Hebert. (E.P. Dutton) 468 pages. $4.95. No. 007.

"Education," said Robert Frost, "is hanging around until you have caught on." This comprehensive sourcebook tells you where to hang around and how to catch on. It presents a way out for the growing number of high school graduates who would once have gone directly to college but who are now taking a year or two off or not going to college at all. Part I is a how-to section on independent study, planning one's own education and achieving accreditation. Part II is for those who want to find a college and get that degree, but on their own terms. Part III concerns studying abroad. Useful resource for students, teachers, advisers, counselors.

BY HAND: A Guide to Schools and Careers in Crafts. By John Coyne and Tom Hebert. (Dutton) 225 pages. $3.95. No. 006.

In response to the spectacularly growing interest in crafts, both as a means of making a living and as self-expression, the authors have compiled the first comprehensive guide to crafts education in the U.S. (ceramics, weaving, glassblowing, welding, woodcarving, jewelry, etc.). Crafts, they believe, "are the way to a new life . . a life that will fulfill economic, social and cultural needs." The book lists (state by state) the addresses, phone numbers, and details on courses available at colleges, art centers, workshops, crafts cooperatives and apprenticeship programs. Includes interviews with four successful craftsmen who describe their backgrounds and the problems encountered in the pursuit of their careers.

The following CRE research reports are still available (xeroxed, spiral bound):

IMPROVING CROSS-CULTURAL TRAINING AND MEASUREMENT OF CROSS-CULTURAL LEARNING. 250 pages. $6.00. No. 005.

IMPROVING THE EVALUATION OF PEACE CORPS TRAINING ACTIVITIES. 79 pages. $3.00. No. 004.

Based on research undertaken for the Peace Corps (1973), Vol. I takes a new look at the factors influencing cross-cultural learning through a study of adapted vs. non-adapted Peace Corps Volunteers in Brazil. It was discovered that adaptation to a foreign environment has less to do with language fluency or understanding "culture" per se than it has to do with the simple concept of learning how to develop a personally satisfying lifestyle.

Vol. II offers two new evaluation scales to measure how effectively training is conducted.

SCREENING AND SELECTION FOR OVERSEAS ASSIGNMENT: An Assessment and Recommendations to the U.S. Navy. 129 pages. $6.00. No. 003.

An assessment of the state of the art in screening and selection (1974) with recommendations for improving procedures for selecting people who will function effectively in a foreign environment. Includes an extensive bibliography.

The following, in single copies, are available free of charge:

COGNITIVE EFFECTS OF A PROGRAMMED SIMULATION. By William A. Stembler, Center for Research and Education. (Reprint from *Simulation & Games*, Vol. 6, No. 4, 1975) No. 002.

The purpose of this study was to investigate and compare empirically the cognitive effects of a programmed simulation and a written history. Conclusion: A simulation game "programmed" for a correct factual outcome is an effective way to teach and to learn history.

COLORADO ENVIRONMENTAL EDUCATION MASTER PLAN (2 volumes), Center for Research and Education. No. 001.

Good resource material for state environmental education planning agencies. Vol. I reports on the needs; Vol. II describes four programs developed to meet those needs.

Bridge Traffic

The Bridge is seeking a little help from its friends—specifically, written contributions for publication. Fledgling that we are, we can't as yet promise money for these offerings. The only income we can offer you is of the psychic variety—a chance to see your name and story in print.

We would like to offer a forum for readers who have a story to tell about their experiences in the intercultural arena, anecdotes about cross-cultural short-circuits and, we hope, how to avoid them. Any contribution would be welcomed that you think is interesting, humorous or geared to a problem-solving technique which would be helpful to readers of similar interests.

Also, if you have gripes, kudos or any other expression of opinion about our publication or related subjects, feel free to clear the air by sending a letter to the editor. We'll print anything within the bounds of good taste and relevance, but reserve the right to edit letters and stories to fit our style and format.

Please send all correspondence to Editor, *The Bridge*, Center For Research and Education, 2010 E. 17th Avenue, Denver, Colorado 80206. ■

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That's how one subscriber, an executive of a multinational corporation, told us he feels about *The Bridge*.

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